ACADEMIC STUDIES

ENGLISH

Support Materials and Exercises
for

LEARNING STRATEGIES

FALL 1998

LEARNING STRATEGIES

ACADEMIC ENGLISH

ACKNOWLEDGEMENTS

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The financial support for this learning materials project was provided by
the National Literacy Secretariat of Human Resources Development Canada.

Fall 1998

This support module may be used with BAU-ENG 6.11, Preparing for Exams, and IAU-ENG 1.3 Study Habits.

BAU-ENG 6.11	PREPARING FOR EXAMS

OBJECTIVE

Upon successful completion of this unit, the learner will be able to

1. set up and use an effective study area.
2. create a useful study schedule.
3. explain the 6 types of possible examination questions.
4. develop strategies to answer the 6 types of questions.

TEACHING POINTS			Level
Study Area	1	identify a quiet area for regular study	1-6
	2	make sure area is comfortable and properly equipped	1-6
Study Schedule	3	built around learner's life style	1-6
	4	revised regularly	1-6
	5	build in time for personal and family responsibilities	1-6
	6	regular daily/weekly review essential	1-6
	7	cramming is not effective	1-6
	8	identify learner's learning style	1-6
Writing Exams	9	interpret questions correctly	3-6
	10	read all instructions first	3-6
	11	do easiest questions first; return to difficult questions	3-6
	12	identify question words (e.g. list, explain, compare)	3-6
	13	review answers	3-6
	14	manage time according to point values	3-6
	15	types of questions: multiple choice	3-6
	16	true and false	3-6
	17	matching	3-6
	18	fill in the blanks	3-6
	19	short answer	3-6
	20	longer answers	3-6
	21	strategies for handling each type of question	3-6

IAU-ENG 1.3	STUDY HABITS

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. implement effective study strategies.
2. interpret directions for assignments and tests correctly.
3. complete tests successfully and confidently.

TEACHING POINTS			Level
Study Area	1	Quiet, undisturbed	7/8
	2	Well-lit, well ventilated, fully equipped	7
	3	Comfortable furniture	7
	4	Benefits of regular use at regular time	7
Study Schedule	5	Flexible(build in personal and family time)	7
	6	Schedule includes full week (7 days)	7
	7	Revise regularly (post prominently)	7
	8	Negotiated with spouse and children	7
	9	Use “wasted” minutes (lunch hour, commuting time, etc.)	7
Study Habits	10	Review daily and weekly	7
	11	Use SQ3R methods	7
	12	Develop effective note taking	7
	13	Use graphic aids	7
	14	Develop reading styles: skim, scan, reading in depth	7
	15	Read graphs and charts	7
Instructions	16	Read and listen to all instructions	7
	17	Divide assignments into manageable parts	7
	18	Know when more information is needed	7
	19	Determine appropriate length and detail	7
	20	Make notes and check interpretation	7
	21	Identify key words (e.g. compare, read, list, etc.)	7
Writing Tests	22	Types of questions: multiple choice, true/false, fill-in, matching,	7
	23	long and short essay	7
	24	Strategies for handling each type	7
	25	Review answers	7
	26	Manage time effectively in test or exam	7

			7/8/9

Note: Most basic spelling errors should be eliminated early in IAU (by the end of Level 7). The focus, therefore, for th majority of IAU should be on identifying and correcting individual spelling problems. Encourage learners to try the spelling strategies above (or create their own) until they find those which work for them. Every learner should create a personal spelling list based on mistakes in their writing and on new vocabulary words they wish to learn.

NOTE TO FACILITATORS AND LEARNERS:

1. The Learning Strategies module presents information and exercises to accompany the objectives of BAU-ENG 6.11., Preparing for Exams and IAU-ENG 1.3, Study Habits.

2. Sections of this module marked with an asterisk (*) should be completed by learners wanting to complete the BAU-ENG 6.11 objectives.

3. Learners working in IAU-ENG should complete all sections of this module. If they have previously completed the BAU-ENG programme, those sections marked with an asterisk should be reviewed.

4. Facilitators are free to use any support materials appropriate to their learners' needs.

5. Additional resource materials may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.

6. Alternate support materials may be appropriate.

6. Once learners have completed this module, they should continue to develop their learning and studying skills throughout the rest of the programme by frequently evaluating their study methods and test results.

7. Learners should arrange a conference regularly (at least once a month) with their facilitator to discuss their progress as well as for help maximizing their study time and techniques

8. Although specific learning strategies are presented in this module, this does not imply that they are necessarily the only or best available.

9. Learners should recognize that the best test of their mastery of this module will be in improved learning as well as test results.

10. No final tests have been included in this module. Facilitators may choose to create their own based on subject matter they are currently using.

10. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use these booklets.

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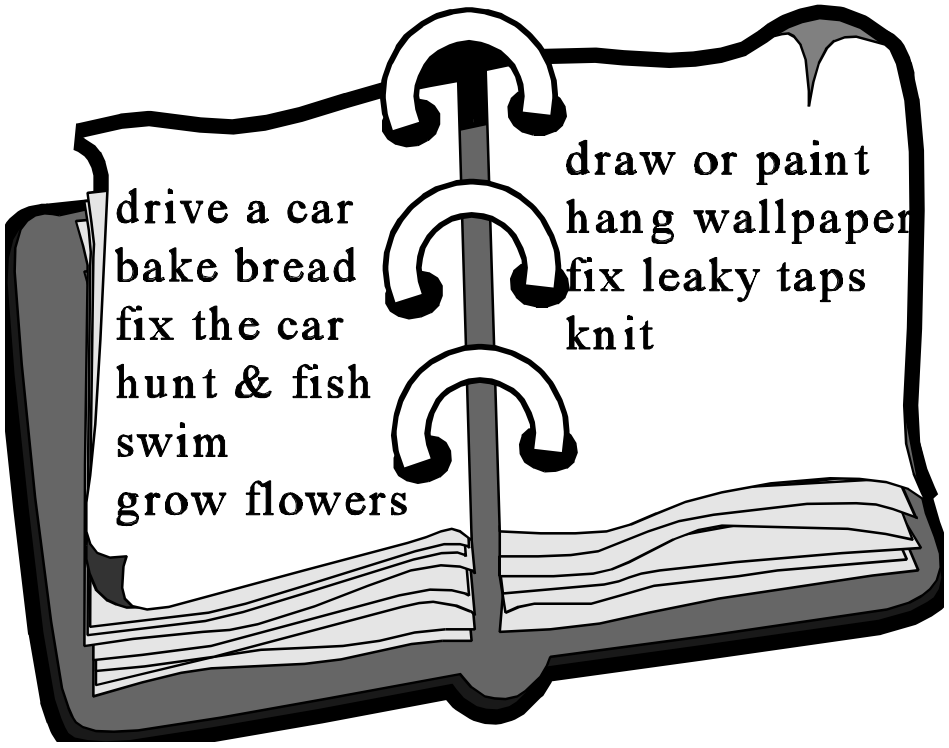
LEARNING STRATEGIES

I INTRODUCTION*

This module is about learning how to learn. Make a list of ten things you do well. Compare your list with the one below made recently by an adult upgrading learner.



Review your list. What do you remember about learning each one? Was it hard? Were you bored? Did you practise lots? Were you an instant expert? Try to recall how you felt when you realized that you had been successful in learning each one.

Make another list of five things you want to learn to do better, now that you are back in school. Your list might include some of these things:

- ✔ spelling
- ✔ write a note to my child's teacher
- ✔ help my kids with math
- ✔ figure out the best deals when shopping
- ✔ read about my medical condition

Compare your lists. Can you come to any conclusions? In what ways are the two lists the same? In what ways are they different?

You ***can learn*** to do everything on your second list, but you may have to try some new ways of learning about these abstract concepts[1], like how to study effectively. Up until now, you may have thought that learning school subjects was a skill some people were born with, and you just didn't happen to be one of them. It's not true. Everyone had to ***learn*** how to learn and study. It's not difficult once you know what you are supposed to do and how to do it.

This module is designed to reveal the learning/studying "secrets" successful students use all the time.

A. WHAT IS STUDYING?*

Studying is a method of learning things, often from books. It's not some mysterious skill or activity. It is ***learnable***. Studying simply means starting out with the intention of learning something. You begin by creating situations (like returning to school) or finding a book to investigate a topic, experimenting with the "new" idea, and discovering how this "new thing" relates to what you already know or fits into your needs and daily life.

Perhaps you want to learn how to calculate interest so you won't be "ripped off" when you buy that new TV with "no money down and no interest until the year 2001", or you might need to write better monthly reports so you can get a promotion.

In each case, a lot of the fundamental[2] information is in books. To learn it successfully, you have to find the "right" way to read and understand it so that the information will stay with you forever. For most people that means "studying". Studying simply means starting out with the intention of learning something, working slowly and carefully, and sticking with it until you get "good" at it.

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[1] Ideas you can't touch

[2] Basic information

B. WHY STUDY?*

The most common answers are

11. to do well on the test,
12. to pass the course,
13. to advance to the next level,
14. to graduate.

Some people even answer “to make my spouse (or parents) happy”, or “to please the teacher”. These are “short term” answers, but the real “long term” answer is so that ***YOU*** will really know the material, internalize[3] it, and have it available whenever you need it. Studying/learning skills are essential tools for every human being because they give you ***ownership*** of ideas and skills that you can use for the rest of your life.

Knowing how to learn (and study) is an essential part of becoming an independent learner[4], your ultimate goal of adult upgrading.

II HOW TO STUDY*

Does this sound familiar? You got your report card from school and your parents (or teachers) said, "You can do better than this. If you don't get those marks up, you'll never finish school and you'll certainly never get a decent job. You're going to have to work harder."

As far as you were concerned, you probably thought you were already working hard. You may even have spent two or three hours a night doing your school work, but when it came to exams and quizzes, you were regularly disappointed by your results. Eventually you got discouraged, gave up, and decided that you were just not cut out for learning. After all, you had worked hard and nothing positive seemed to happen.

What people rarely acknowledge is that you were working hard. You were putting in the hours, filling pieces of paper with miles of handwriting, reading the

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[3] make it part of who you are; gain ownership of it

[4] A person who has the ability to teach him/herself anything he needs to know to be successful on the job, at home, or in the community

textbook chapters...but you were not getting the results you wanted. You didn't need to work harder; you needed to work "smarter".

The biggest mistake you can make as a student is thinking that studying and learning mean simply opening a book, reading it once or twice, and maybe copying a few sentences or dates. Studying is intentional learning that includes at least five elements:

1. Organizing yourself
2. Organizing your time
3. Organizing your surroundings
4. Organizing your learning strategies
5. Organizing your materials

To work "smarter", do all of the above. Notice, however, that organizing your materials, which means reading and note taking, should be left until last.

These techniques really work, but you must do all of them conscientiously. Read about them, think about them, and make them suit your personality and life style. Start using them in your study sessions. Most of all give each one an "honest try". Not only will your marks improve, but also you will have more spare time because you are using your time effectively. In addition, the material you are learning will "go into" your head more easily and will tend to stay there longer. As a result, you won't feel so nervous about exams and you won't have to cram. These strategies really do work.

Learning/studying are ***learnable*** skills, just like riding a bike. Give yourself the time and invest the effort required to learn. Your brain will work wonders for you if you give it a chance.

A. ORGANIZE YOURSELF 

B. ORGANIZE TIME 

C. ORGANIZE SURROUNDINGS 

D. ORGANIZE YOUR LEARNING 

E. ORGANIZE YOUR MATERIALS 

ATTITUDE CHECKLIST

A positive, "yes, I can" attitude makes the difference between success and failure; in fact, it's essential. Complete this checklist. If the statement is true for you, check "yes"; if not, check "no". ***Be honest****! The only one you are fooling is yourself.*

ATTITUDES	YES	NO
1. I am not satisfied with the results of my studying.	❑	❑
2. I am often too busy at home to study much.	❑	❑
3. My personal life sometimes interferes with my work.	❑	❑
4. My notes aren't very useful when I study.	❑	❑
5. I always intend to study but then I get distracted.	❑	❑
6. I don't have a clear idea what I will do after this program.	❑	❑
7. Sometimes I stay home, even when I don't have to.	❑	❑
8. I have a hard time seeing myself graduating.	❑	❑
9. I don't have a quiet, private place to study.	❑	❑
10. Sometimes I wonder why I have to learn certain things.	❑	❑

If you answered "yes" to even one of these questions, you will find this module especially useful.

A. ORGANIZE YOURSELF*

For successful learning, you need:

POSITIVE ATTITUDE

+

COMMITMENT

+

MOTIVATION

+

FAITH

First, you need a ***positive attitude***.

One word in the English language is responsible for a lot of failures: It's a four letter word: "***can't***". When you believe that you can't do something, your brain will support your decision and you won't be able to do it. If, on the other hand, you believe you can do it, your brain won't let you down either. You will learn. At first, being positive may mean that you have to spend time convincing yourself that you can learn, but the results are worth it. Be positive! See yourself as a ***winner***.

student Service Centre

Weekly Tune-ups Prevent Costly Maintenance

<u>TUNE-UP YOUR ATTITUDE</u>: Make these part of your daily routine.

- ❑ Start by giving yourself simple tasks that you can accomplish easily.
- ❑ Recognize that you have already learned many things well.
- ❑ Reward yourself regularly for accomplishing small goals.
- ❑ Don't give yourself the luxury of being negative.
- ❑ Say "Yes, I can" every day. (Remember "The Little Engine That Could".)
- ❑ Ask a friend to point out when you are being positive (or negative).
- ❑ Give yourself time to enjoy the feeling of success.
- ❑ Reward yourself for becoming more positive in your approach to learning.
- ❑ Remember that being positive gets easier with practice.

The second part of learning is ***commitment.***

Make a conscious decision to learn a specific objective. Give yourself a reasonable amount of time to accomplish it. Often the key to learning is as simple as deciding that you are going to do it. Some students actually fill out a learning contract with themselves or the instructor. If you think signing a contract would help you, ask your instructor to photocopy the one on the next page for you, or create your own.

Learning Contract

I, _____ , intend to learn
(Your name)

_____

before _____.
(The Date)

I agree to meet with my instructor regularly during this time to check on my progress. I will spend at least _____ hours a day working towards my goal.

I will follow these steps in my studying.

_____

_____

_____

_____

_____

I particularly need to concentrate on

_____

_____

_____

Motivation plays a part in learning.

Knowing why you are learning something often makes it easier to get down to studying. If you know why you're taking this course and where you want to go after you have finished, you'll probably find learning easier. For example, if you have chosen to enter an environmental technology course, it will be easier for you to learn mathematics because you realize it's something you will need. In other words, you have the **motivation** to learn.

If you knew that you would get a million dollars for learning how to spell, it would probably be a lot easier for you to learn. You would have ***motivation***. Well, guess what! A million dollars is involved with your learning. Look at these calculations

37.5 hours per week (52 weeks) at $5.50 per hour for one year	=	$10,725.00
$10, 750.00 a year for 40 years (age 25 to 65)	=	$429,000.00
BUT		
37.5 hours per week (52 weeks) at $20.00 per hour for one year	=	$39,000.00
$29, 250 a year for 40 years (age 25 to 65)	=	$1,560,000.00

Do the math yourself. The difference between a job requiring good academic skills and one that doesn't is $1,131,000 over your working lifetime. How's that for motivation. Think of all the things you could do with the extra money!

Learning is a contract involving ***faith and trust.***

Going to school and learning also requires a contract of ***faith and trust*** between the learner and the instructor: trust that the instructor will treat you fairly and teach you the right things; faith that he/she will only ask you to do and learn things necessary to your continuing academic success, even if you can't see the reasons for them.

B. ORGANIZING YOUR TIME*

Time management is the real key to making progress at school, especially for an adult learner with all the responsibilities of family, home, and perhaps a part time job to consider. If you're like most people today, it probably seems like there aren't enough hours in the day to get everything done. The truth is that there really are enough, but most of us don't control our time. Instead we let time control us, and we end the day exhausted from "running just to keep up". Here are some suggestions for finding "unused time" and "taking control" of your day.

1. Think about how you spend your time. Answering these questions ***honestly***.

a) **Could I do work while commuting**? For example,
Could I listen to an audio tape for spelling practice?
As a passenger in a car pool, could I read a text book or review my notes?
Could I plan the outline for an essay?
Could I plan my day?

b) **Do I use all my school time effectively?** For example,
Do I really take only 15 minutes for coffee break?
Do I need a full hour for lunch?
Do I work right up to the last minute, or do I close my books early?
Am I always focused during class time, or am I distracted sometimes?

c) **Are there times outside of school when I could do some work?**
Could I use the time standing in line at the bank or grocery store?
Could I get up a little earlier and work while the house is quiet?
Do I really need to watch so much television each night?
Could I do some homework while the kids are doing theirs?

The best way to find these "unused" minutes is to complete a daily and weekly schedule, like the ones on the next pages. Make a reasonable schedule that fits your family and lifestyle. Stick to it for at least two or three weeks. Conference with your instructor in the middle and at the end of this trial period to go over and adjust your schedule where appropriate.

MAKE YOURSELF A PRIORITY!

Make yourself a priority by scheduling these too!

Personal time

Your favourite TV shows

Your leisure activities (bowling, hockey, clubs)

Household chores

Rewards for sticking to your schedule

Family responsibilities

Anything else you think is important

.

If your schedule is unrealistic or lacks a balance between your school and personal life, chances are you will find it hard to follow. As a result, it won't be long before you give up on it and return to your old ways. The only schedule that really works is one that you will use. Make sure the one you create is flexible, update it regularly, but most of all, make it work for you.

SUGGESTIONS FOR MANAGING YOUR TIME	yes	no	Date
1. Do you make lists and schedule your time every day? If not, get a small notebook and organize your schedule every morning before you go to school, and stick to it.	❑	❑	
2. Do you plan your week in advance? If not, get a student agenda which gives you "a week at a glance ...an overview of the week. Fill it out at the same time every week.	❑	❑	
3. Do you have a weekly study schedule? If you don't, use one like the samples on the next pages to get yourself organized.	❑	❑	
4. Do you plan homework time for each subject? Plan to do homework (assigned or just review) at the same time every night. Be consistent. Don't let anything interfere with your study time.	❑	❑	
5. Do you build "breaks" into your study schedule? Research shows that after 50 or 55 minutes, your learning becomes less effective. Plan a break once an hour. It's a good idea to work, for example from 7:00 until 7:50 followed by a 10 minute break. It's easier to go back to work on the hour rather than at an "odd" time.	❑	❑	
6. Do you build "reward time" into your schedule? Recognize your efforts when you have done well or when you have stuck to your schedule. Even if you are on a tight budget, you can probably arrange for a small treat, like an ice cream, a walk in the park, a movie, or a special TV program. Treat yourself to anything that will help motivate you, BUT don't reward yourself if you haven't met your goal.	❑	❑	
7. Do you leave lots of time for yourself? "All work and no play, makes Jack a dull boy" according to the old saying. You need time for yourself. It is really good for you. Make sure you give yourself lots of time to do the things that are important to you.			

Instructions: Make sure that you follow these suggestions, particularly if you answered "no" to any of the above questions. Enter the date you started to use the technique beside each question. Give them a real try. Learning to say "No" to yourself when you start to think "I'm too busy to study" or "Let's party" is also an important part of being an effective learner who uses his/her time well.

DAILY PLANNER	**Date:** Monday, **November 20th**	
6:00-6:30	Read short story “The Painted Door”	
6:30-7:00	Wash and get dressed	
7:00-7:30	Get kids up, washed, and dressed	
7:30-8:00	Breakfast	
8:00-8:30	Kids on bus and clean up kitchen; take meat out of freezer for supper	
8:30-9:00	Drive to school .... listen to tape of spelling lesson	
9:00-10:30	English....start new module on Writing Paragraphs	
10:45-11:00	Coffee Break... phone for doctor’s appointment	
11:00-12:00	English ...answer questions on short story....do Exercise 4b	
12:00-1:00	Lunch, bank, and review geometry terms for test tomorrow	
1:00-2:30	Math ...ask about “reflex angles”	
2:30-2:45	Coffee Break	
2:45-4:00	Math...finish section on angles	
4:00-5:00	Drive home, pick up cleaning, take Marcie to ballet	
5:00-6:00	Get supper and clean up	
6:00-6:30	Pick up Marcie at ballet and drop Billy at hockey	
6:30-7:00	English...read short story “The Lamp at Noon”	
7:00-7:30	Answer comparison questions with “The Painted Door”	
7:30-8:00	Review spelling flash cards twice	
8:00-8:30	Check on kids and homework	
8:30-9:00	Math exercises to finish geometry section	
9:00-9:30	Watch “Friends” on TV	
9:30-10:00	Phone Marg to arrange canteen for hockey tournament	
10:00-10:30	Relax: Reward!!!!! Cup of special tea	
10:30-11:00	Long, hot bath, and bed	

WEEK AT A GLANCE	**For the week of _____**						
Time	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30	READING TIME						sleep in until 9:00
6:30-7	GET READY FOR SCHOOL					Hockey	
7-8	BREAKFAST					Hockey	
8-9	CLEAN UP AND DRIVE TO SCHOOL					Hockey	
9-12	ENGLISH					Grocery shopping	Church
12-1	LUNCH BANK	LUNCH BILLS	LUNCH GYM	LUNCH FRIENDS	LUNCH STUDY	LUNCH Sue	LUNCH Mother
1-4	MATHEMATICS					Study	Mother
4-5	DRIVE HOME AND DO ERRANDS...PICK UP KIDS					CRAFTS	Mother
5-6	SUPPER					SUPPER	Mother
6-7	CRAFT	TV	Math	Library	Tidy Up	Supper	Study
7-8	English	Essay	CLUB	Research Essay	PARTY	Study	Study
8-9	English	Essay	CLUB		PARTY	Study	Study
9-10	Math	Review	CLUB	Relax	PARTY	TV	TV
10-11	Math	Review	REWARD	Relax	PARTY	TV	TV

How many hours a week does this student spend doing academic work?
How many hours are devoted to family responsibilities?
How many hours belong to relaxation, reward and personal time?
Does this seem like a good schedule? What changes, if any, would you make for yourself?

C. ORGANIZING YOUR SURROUNDINGS*

The third thing you'll need to do to make the best use of the available study and learning time is to establish a quiet, well-equipped place to work. It doesn't need to be large, (an unused clothes closet or a corner in the bedroom can become an excellent study area), but it does need to be away from distractions and interruptions. You must also be comfortable and have all the "tools" you need close at hand. Copy this list. Put a check mark beside the things you have in your study area. Put an "x" beside the things you should add. If you don't currently have a study area, use this list as a guide to setting one up.

Desk with good-sized work area
Comfortable chair (proper height)
Good lighting
Well-ventilated
Comfortable temperature
Pens, pencils, rulers, etc.
Paper, binders
Notes and file folders
Text books and modules
White-out, erasers
Dictionaries
Reference books
Thesaurus
Grammar reference
Facial tissues
Cough drops
Gum
A drink

What other things would you add to this list?

Once your study area is complete, discuss your study schedule with your family and friends. Ask them to help you create something that works for you as well as meets their needs. Be prepared to compromise and negotiate. Build in breaks of about 10 minutes every hour. Ask your family and friends to respect your schedule and to save their requests and phone calls until your break time. Help them understand that the more uninterrupted time you can carve out for yourself, the faster your work will go and the sooner you will finish your programme.

Everyone who has ever been a student knows that learning requires sacrifices on the learner's part and on the part of those around him/her. Do be sure, however, to make time for yourself, your leisure interests, and family commitments. If you don't, your schedule will be too hard to follow, and you will abandon it. Make your schedule flexible and be prepared to update it regularly to meet your changing needs.

D. ORGANIZING YOUR LEARNING STRATEGIES*

A carpenter or mechanic couldn't accomplish much if he didn't have a good set of tools and know how to use them effectively. Learning strategies are a learner's tools. If you don't know what tools are available to you or you are not familiar with the best way to use them, you won't get the best results.

Learning strategies come in "every colour of the rainbow" and are as varied as the learners who use them. As you develop your study/learning skills, give each strategy in this module a good "work out". Then decide which ones work best for you. Adapt the strategies to suit your needs and invent new ones when you can. Vary your work habits; don't get in a "rut", always doing things the same way.

Experts say that there are at least three different kinds of learners:

Visual learners.....who learn by seeing
Auditory learners.....who learn by hearing
Kinesthetic learners.....who learn by doing

Other experts add two more categories of learners:

Print oriented learners.....who learn by reading (related to visual)
Interactive learners.....who learn by discussing ideas

Research shows that everyone learns using a combination of these approaches, but for each person one way is usually more effective than others. The way that you learn best is called your ***"learning style"*** or ***"learning modality"***.

> "A learning style is a method of taking in information through the senses. Your preferred learning style is the way in which it is easiest for you to understand and remember information you take in."

(Jackson County Public Library: http:\\jcpl.lib.in.us/tabloid1.htm#style)

What kind of learner are you? Think about how you learn most easily. If a friend told you how to divide fractions over the phone, how well would you understand? Would you prefer to read about it and then write it down in your own words? Do you need to repeat what you hear or read out loud? Do you use your hands to gesture as you read or work? The answers to these questions could help you determine which way you learn best. You will save time and energy studying by figuring out which study methods fit your learning style.

For example, even though many people you know learn their spelling words by writing them out, you have discovered that even if you write them out one hundred times it still doesn't help you learn them. What should you do? The answer is easy. Give yourself a break and *stop writing out those spelling words!* This strategy just doesn't work for you. It's a waste of time. Experiment with other learning strategies like tape recorders, coloured pens, flash cards until you find one that helps you.

Use the check list on the next page to start figuring out just what kind of learner you are. Remember, however, that a combination of strategies probably makes for the best learning.

LEARNING STYLES INVENTORY: In order to learn or understand, do you usually like to.....?	**YES**	**NO**	**SOME TIMES**
1. Look at charts and graphs?			
2. See a map to follow directions?			
3. Make pictures in your mind as you learn?			
4. Have drawings and photos in the text as you learn?			
5. Use flash cards?			
6. Watch a movie or video?			
7. Have a demonstration of a new skill?			
8. Have a lesson on the blackboard?			
9 Use textbooks and workbooks?			
10. Use puzzles and crosswords?			
11. Like to read instructions for yourself?			
12. Listen to directions in order to follow them?			
13. Have music in your lessons?			
14. Use a tape recorder?			
15. Have someone read things out loud to you?			
16. Hear instructions orally?			
17. Like teachers with lots of inflection in their voices?			
18. Need a quiet place to work without distraction?			
19. Have trouble shutting out background noise?			
20. Repeat or recite things aloud?			
21. Discuss things?			
22. Explain out loud what you have just learned?			
23. Make a map in order to get someplace?			
24. Draw pictures and diagrams to go with your notes?			
25. Use your hands and gesture as you read or listen?			

26. Write things out?			
27. Move around as you learn? (e.g. pace, tap foot, drum on desk)			
28. Move around after working for "long" periods?			
29. Calm down after periods of physical activity?			
30. Get a drink or go to the washroom frequently?			
31. To find a quiet place to work without distractions?			
32. Hum to yourself as you work?			
33. Count things off on your fingers as you learn?			
34. To see a demonstration of the new skill?			
35. Move around after concentrating?			
Instructions: This is not a scientific test, but is intended as a guideline for finding out what your primary learning style is. Score 2 points for each "yes" answer and 1 point for every "sometimes" answer. Now total your score for Questions 1-11, which point to a visual learning style. Do the same for Points 12-20, (auditory learning), and Points 21-33, (kinesthetic learning). Compare your scores in each grouping. The group with the highest score probably indicates your preferred learning style.			
Note: Points 9 and 10 show a preference for print oriented learning; Points 21 and 22 suggest a preference for interactive learning.			

Now that you have some idea about which type of learner you are, start to identify learning strategies that match your learning style best. Remember, however, that learning usually takes place using a combination of techniques, so don't overlook any new strategy. Be creative and invent your own strategies, if you have to. Try them for a reasonable length of time and then evaluate their effectiveness.

1. LEARNING STRATEGIES FOR VISUAL LEARNERS*

Here are a few suggestions you can start with.

1. Create flash cards from recipe cards, cut in half, or pieces of paper small enough to fit in your pocket. Write what you want to learn on one side and a cue for your memory on the other. Review the flash cards several times a day, as you stand in line at the bank or on coffee break.

2. Make notes and summaries of everything you read and hear. Set aside a few minutes several times a week to read and think about what you've written.

3. View a movie or video about the topic you're working on.

4. Use pictures, charts, graphs, and illustrations in the text to help you understand and remember.

5. Create diagrams/drawings in your notes. Make them "silly". The sillier they are the better they work.

6. As you read or listen, visualize the material in your mind.

7. Use coloured markers/highlighters to trigger your memory.

8. Use signs/symbols to stand for ideas. A "cross" could mean religion; a spear could mean war; a book could be education.

9. Exchange notes with someone whose work you respect. Read their notes as a review.

10. Read more about your topic in books you find for yourself.

2. LEARNING STRATEGIES FOR AUDITORY LEARNERS*

1. Use a tape recorder for review or study. Record the information you need to learn and listen to it several times weekly (or daily). Sometimes create tapes on which you leave blank spaces for a response. The correct answer should follow the blank space so that you can correct yourself.

2. Read your textbook aloud or ask a friend to read it to you.

3. Convert lists to be memorized to songs with a strong beat.

4. Create poems with lots of rhyming as a memory aid.

5. Use a fan in your study area as "white noise" to block out background noises which might distract you.

6. Make sure your study area is quiet.

7. Form a study group in which each member takes turns reading or reciting things to be learned.

8. Use the library to locate books-on-tape, television, videos, and other oral materials relating to the topics you are learning.

9. Attend lectures and mini-lessons when available.

10. Ask a friend or your instructor to explain it to you

3. LEARNING STRATEGIES FOR KINESTHETIC LEARNERS*

1. Form a study group where you discuss new concepts.

2. Use the study group as an opportunity to explain something you've just learned.

3. Create opportunities to help someone else learn.

4. Draw pictures, charts and graphs to go along with your notes.

5. Draw large pictures in the air to show the relationship between things.

6. Use sandpaper or velvet to trace your spelling words.

7. Write things out as many times as you need to.

8. Arrange to demonstrate a new skill.

9. Break your study time with physical activities.

10. Move around dance, move rhythmically, or anything else that supports your learning style.

11. Allow yourself five minutes to settle down before you start or re-start a study session.

4. MEMORY TECHNIQUES*

Memorizing is seldom a key to learning that lasts, but it does have its place especially when you need to remember lists of things. Keep your sessions short when you are trying to memorize something, probably not more than half an hour. Review what you have memorized within twenty-four hours if you want to retain it, and continue to review it frequently.

- Recite what you've memorized aloud, and repeat it frequently to yourself.
- Adopt a positive attitude and expect to remember.
- Use a series of self-tests to check on your progress.
- Ask yourself questions aloud and answer them aloud too. Uelaine Lengefeld says that "Research studies show that answering questions aloud improves recall by at least 80%. (30)
- Look for patterns when you are studying. Here is a list of dates: 1604, 1708, 1816, 1932. Can you see a pattern? (There are really two patterns.)
- Review things you have memorized often. The more often something is repeated, the easier it is to remember.
- Identify areas that give you trouble and find different ways to learn them.
- Visualize what you are learning. Make an effort to "see" it in your head. For example as you read about using a tape recorder to study, see yourself sitting at your desk using a tape recorder. If you are memorizing a list of ingredients, picture each one in detail. Don't just say "flour", but see the bag and the brand of flour you use.
- Use some ***"tricks"*** or ***mnemonics*** to make things easier to remember. Create silly hooks, catchwords, and sentences to jog your memory.

Here's a challenge. Memorize this list of unrelated words. Picture the first item clearly. Then picture the second item attached in some way to the first. Continue making a chain of visual images until you have completed the list. Try and recall the list tomorrow. Write your answers without looking. How well did you do? Which ones did you miss? Relearn those by recreating an even more vivid picture and link. Start with a detailed picture a cowboy. Now see him with a huge cow-spotted pail upside down on his head.

cowboy	pail	chair	tree	dog	arrow	pizza
book	screw	swamp	cannon	ant	cloud	radio

A ***hook*** is an idea or picture that you associate with something you're learning. For example, if you wanted to remember that Russian money is counted in rubles, you might picture the "rubble" left after the Berlin wall was knocked down .

Catchwords are words that you create using the first letters of each item in a list you want to remember. For example,

What are the colours of the rainbow in order?

ROY G. BIV

(Red, Orange, Yellow Green Blue, Indigo, Violet)

What are the names of the five Great Lakes?

HOMES

(Huron, Ontario, Michigan, Erie, Superior)

A ***silly sentence*** may help you remember a list of important points or steps. Many northern learners used this one to remember the prefixes in the metric system:

Kinky **H**unters **D**on't **U**se **D**ecayed **C**aribou **M**eat.
kilo.....hecto.....deka.....unit...deci.....centi.....milli

There are four kinds of fruits based on the way seeds are produced

Pomes	Fruits with "cores" like apples or pears
Drupes	Fruits with pits or "stones" like cherries, peaches, olives
Nuts	Fruits with dry stones like almonds, pecans, peanuts
Berries	Fruits like grapes, blueberries, strawberries

Make a silly sentence to help you remember these categories. Make another one to help remember the 9 major systems in the human body.

Skeletal, Muscular, Nervous, Digestive, Respiratory, Cardiovascular[5] , Endocrine[6] , Urinary, Reproductive

[5] Heart (cardio) and blood vessels (vascular)

[6] Glands that produce hormones

E. USING AND ORGANIZING YOUR MATERIALS

It's easy to think that you can ignore the first four steps above and skip right to the texts and notebooks. This is a big mistake! Be sure that you focus on each area thoroughly before you begin to read this section.

1. READING TECHNIQUES

There are at least three ways of reading learning materials, depending on your reasons for reading.

a. SKIMMING

Skimming is a strategy for fast reading you can use when you are looking for a **general idea of the content**. You should skim read when you are looking for main ideas and can ignore details. Your eyes should move over the page quickly looking for titles, headings, pictures, graphs and other highlighted material. You are not expected to memorize dates, names, lists etc. When you skim read material, pay special attention to the title as well as the first and last paragraphs. (In some cases you may want to read the first and last sentence of every paragraph). Surveying a chapter in a textbook or trying to locate research information in library resource books is an ideal time to use skimming techniques.

b. SCANNING

Scanning is another kind of fast reading, but its purpose is different. When you scan a text, you are looking for specific information like a date, name, definition or page number. The purpose of scanning is also to identify areas that you may want to read more slowly later. Allow your eye to travel quickly down the centre of the page and use your peripheral vision[7] to take in the left and right sides of each line. Focus your mind on the detail you are trying to find and try to exclude all other distractions.

[7] The ability to see out of the outer corners of your eyes

Exercise 1

A short article on the history of the computer is located on page 37 of this booklet. First **skim** the essay. **Do not read it.** Try to take about a minute. Then answer the questions which follow. **Do not try to remember facts and figures** when skimming.

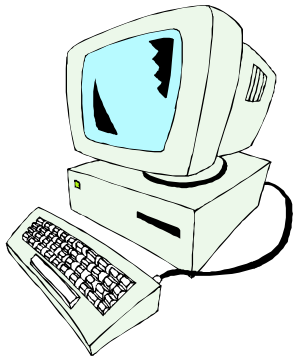
1. What is the main idea of this article?

2. How many subheadings were there?

3. How was the material in the article organized?

4. What were the earliest computers like?

5. What are the most recent computers like?



Exercise 2

When you have answered the questions based on skim reading, stop and decide what kind of information you acquired from this type of reading. Think about how you felt as you read. Think about how you pushed yourself to hurry and how you reminded yourself not to read too deeply.

Now return to the article and **scan** it. Look only for the following information.

1. When did Mississippi river boat captains take soundings with a knotted rope?

2. Where did Hero of Alexandria live?

3. Who lived between 1752 and 1834?

4. What is ENIAC?

5. Who founded Apple Corporation?

c. READING IN DEPTH

This is a slow, thoughtful method for reading material you know you need to learn and understand. A method called SQ3R will improve your comprehension, and make learning easier, and reduce your study time. SQ3R is a mnemonic for

Survey
Question
Read
Recite
Review

You may not be used to doing all these steps, but commit yourself to using this new way of reading when you are using a textbook. You will be pleased with the results.

Survey

Surveying means giving yourself a preview of what you are about to read, and giving your brain a chance to bring what you know about the subject "closer to the surface". Look at the title of the chapter/section and think about the meaning of ***each*** word. Find all the subheadings and try to see if there is a pattern or relationship between them. Take a quick look at pictures, charts and diagrams. Read the first and last paragraphs as they often state the main idea clearly and/or outline the topics covered. If there are any exercises, be sure to have a good look at the questions because they will often help you decide what the article is about.

S +Q + 3R = BETTER READING

SURVEY.....GET AN OVERVIEW

QUESTION

READ

RECITE

REVIEW

Question

Now that you have an overview[8] of the new material, begin to read slowly and carefully. Always read a passage with the idea of ***answering some questions***. For example, use one or more of the question words *who, what, when, where,* and *how* attached to the title or a general heading.

Ask yourself "What do I expect this to be about?" and "What do I want to know when I am finished?"

Using these preview techniques gives your brain its best chance to do a good job for you. Once you have zeroed in on the main idea, your brain will quickly be able to find and use other similar information you already know.

Exercise 3

Look at the sections in this module about skimming and scanning. Make two questions about each section: (e.g. What is skimming?)

Read

Keep the questions you created in mind. As you read, look for the answers and any other related information. Read the whole selection through once from beginning to end. Then take a minute or two to relax. Give your brain a chance to organize itself. Then ask yourself "What was that all about?" or "What did I just read?"

After you've completed the first reading, go back to the beginning and read it again. This time you can highlight important sentences, write notes in the margin, record questions you'd like answered, add numbers to lists, write memory tricks in the margin. Use asterisks and bold lines to mark definitions and longer sections that are especially important. Use circles, boxes, question marks, or anything that is meaningful to you to identify things you see as important. *(If you do not own the textbook, you may not be able to do this.)*

[8] General idea

When you are “reading in depth”, do not try to read fast. Move your lips or read aloud if you want to do. Read and reread difficult sentences until you feel comfortable with the ideas. Learners with good reading skills may read a sentence or even a whole chapter or article many times before they feel satisfied.

Recite

Remember how you made questions as you previewed the material and then looked for answers as you read. Ask yourself those questions again and say the answers aloud (to yourself). If you get stuck, look back at your highlighting and underlining. Always write a brief summary and study notes at this stage. Research shows that writing things out and rephrasing the ideas helps make the new material stick in most people’s heads. Things you write out are usually easier to remember.

Review

This is the last step. Choose a learning strategy that will help you start to learn. Look at each main heading again and try to think what was in that section. Look at the pictures and diagrams and explain aloud to yourself or someone else what they mean. Check out the questions you first asked. Can you still answer them? You should, of course, review material right after you have first read it, but you should also review the new material for a few minutes for several nights in a row. Then review it regularly, at least once a week, by reading it, reciting the answers to your questions, or just thinking about it. If you do this, you will find that you have much less studying to do because you have already learned the material thoroughly long before you are tested. In fact, you will find that you now ***own*** the material and that you haven’t just “rented” it by cramming the night before the test.

Exercise 4

Find an article that interests you in a current magazine. Use SQ3R to read it for the first time. List the questions you’ve created before reading. Write a summary of what you’ve just read and submit it to your instructor for marking.

d. NOTE TAKING

Note taking is another skill that makes for faster, easier learning, and it's an essential part of SQ3R too. You probably already take notes but the following suggestions may make your notes more effective.

No matter how good you are at taking notes, they aren't much good if you can't read them, if they are all mixed up and spread around the house and school, or if you simply can't find them. Become organized when it comes to your notes and school work. Here are some hints to get you organized and keep you that way.

TIPS FOR ORGANIZING YOUR NOTES

1. Write your notes in pen.

2. When you take notes in class, rewrite them the same night. First, it will act as a review. Second, writing things out helps you remember things longer by placing the new ideas in your long term memory. Third, you will have a chance to fill in the blanks or add details that you didn't have time for originally while the ideas and explanations are still fresh in your mind.

3. Choose a place in your binder or school bag where you put all your current notes at the end of each day.

4. Make a place in your study area where you can file and find them quickly when you want them again. You don't need a fancy filing cabinet or file folders. A box that is about 12 inches wide makes a good file holder. Then, recycle cardboard cereal boxes into file folders by cutting them open and placing the printed side on the inside. Scrap paper and transparent sticky

tape make great filing tabs.

5. File your notes every day.

6. Review all your notes at least once a week. Add material as you find it.

7. There are many methods of taking notes. Two common methods are described here but don't be afraid to experiment and develop your own note taking techniques.

a. FORMAL NOTE TAKING OR OUTLINING

An ***outline*** is your best guess at the plan the writer used when he/she composed the original material. It is like the framing or basic structure of a new house on which the contractor builds walls, places doors, and adds porches. If you can find the framework of the article or textbook chapter, you already know the main points in it.

Outlining is useful in studying. When reading complicated material in a textbook, it is often helpful to create an outline that lists details to be remembered under major headings. As well, an outline can be used to prepare for examinations as it often saves you from having to reread the entire chapter or module.

A ***formal outline*** uses the following system of numbered headings.

I MAJOR HEADINGS (commercial vehicles)

A] MINOR HEADINGS (trucks)

1. MINOR HEADINGS (pick ups)

a) DETAILS (cost of operating)

i) DETAILS (cost of maintenance)
ii) DETAILS (cost of insurance)

Exercise 5

1. What would the next major heading likely be?

2. What would the next minor heading be called?

3. Create the rest of the outline that follows this pattern.

Exercise 6

Create a formal outline of this booklet. Ask your instructor to comment on it.

Read the following essay in depth.

A MACHINE FOR ALL AGES

The history of the computer stretches back several thousand years and across many political boundaries. The desire to keep track of things and remember them is as old as man himself. Ever since man first had the urge to know how much of anything he owned or whether he had more of something than his neighbour, the methods of keeping track of numbers and organizing things have been getting better and more sophisticated.

In the Beginning

The earliest attempts at counting and recording things were probably scratches on rocks, notches in wood, beads on a wire, or knots in string. Each of these methods requires knowing how to count. For example, river boat captains on the Mississippi, as late as the 19th century, still took soundings of the water under the boat by throwing out a weighted rope with knots tied at regular intervals into the water ahead of the boat. When the rope was pulled up and the number of wet knots counted, the captain knew how deep the water was. All these early methods demonstrate that physical objects can be placed or moved to represent numbers and sums.

Another early counting device was an abacus, a series of beads strung on wire. This system was often based on groups of five. Count five beads twice (10)

and move one bead on the next row. Count five groups of ten twice (100) and move one bead on the next row and so on through the hundreds, thousands, and tens of thousands columns. The abacus is still used today in business in many eastern countries as well as in western classrooms where children or adults are learning to calculate.

Hero of Alexandria (Egypt) described yet another early counting device. This machine allowed the operators to add or subtract even though they didn't know how to count. It was made from a series of gear wheels and worm gears, each of which turned the next wheel in sequence at the appropriate time. People used this primitive form of adding machine to add "stades" (kilometres or miles) a carriage travelled. These same devices, in a more refined form, were used in offices well into the 20th century. In fact you can buy a version of this counting machine to calculate your total grocery bill before you get to the check out counter.

Along the Way

The next step forward was made by Blais Pascal, a Frenchman, who, in the 17th century, made an adding machine based on the principle of these same gears and worms. Just a few years later, Gottfried Wilhelm von Leibniz, a German, extended Pascal's machine by making one capable of multiplication. By the 19th century, adding machines based on these principles were invented which were either hand cranked or electric.

The next step on the road to modern computers was developed by Joseph Marie Jacquard (b.1752-d.1834). The French textile industry was rapidly becoming very profitable, but producing the large quantities of fabrics and complicated designs that his customers wanted required a lot of time and expertise. Jacquard, therefore, built a weaving loom to quickly create complicated patterns over and over with little or no training on the part of the weaver. His new machine used a series of punch cards with holes in them which controlled the threads of the warp and woof. If the card had a hole in a certain place it allowed a particular coloured thread to be pulled up and show through the design. If no hole was present, that coloured thread remained hidden in the design. Even today, some textile designs still bear the name "Jacquard" even if they are created with modern weaving machines. Jacquard's punch card looms were the forerunner of today's computers.

Hermann Hollerith (b.1860-d.1929), an American, used the basic idea of Jacquard’s punch cards to record the statistics gathered in the 1890 American census. He also invented a machine to record and read the punch cards. In 1896,

he started the Tabulating Machine Company in New York, which turned into International Business Machines or IBM.

An Englishman, Charles Babbage (b. 1792 - d. 1871) is usually credited with being the first person to design a computer, as we know it. He was very concerned about of the drudgery and frequent calculation errors in one kind of mathematics called logarithms, so he decided to design a machine to do accurate calculations. Although he spent his family's fortune in pursuit of his dream, he never produced a workable model, but more than a hundred years later, experts agree that his ideas were absolutely correct.

The Early Twentieth Century

Little progress was made until 1937 when Howard Hathaway Aikens (b.1900-d.1973) created the plans of the first large scale programmable computer, the Mark I. Between 1937 and 1944, he supervised its building, and at the same time he designed 3 more computers. The last, the Mark IV, was built in 1952.

Another American, John W. Mauchly (b.1907-d.1980) prepared the way for the next step in computer development. He designed an analog computer to analyze the weather. Between 1942-1946, he and another American, named Eckert worked together on computer development. Using Charles Babbage's research, done more than a century earlier, they produced the Electrical Numerical Integrator and Calculator (ENIAC) computer. This first large electronic computer increased calculation speeds a thousand times, cost half a million dollars to build, contained 17,468 vacuum tubes, weighed 30 tons, and occupied 167.3 square metres of floor space. When it was turned on, it consumed 180,000 watts of power and could raise the temperature in the room to 50 degrees Celsius. ENIAC was used for strictly scientific purposes. Later, Mauchly and Eckert worked with the phenomenal genius, John von Neumann, to design the EDVAC computer which read programs into another computer to establish the sequence of operations.

Yet another player in this great decade of computer development was Jay Wright Forrester who between 1944-1951 designed and built the largest, fastest, and most powerful of the early computers called Whirlwind I. In 1945, he invented magnetic core memory which allowed many future advancements in computer design. In the 1950s, he adapted Whirlwind for use with the early warning air defence system.

Computers didn't enter the business world until 1951 because they had been so huge and astronomically expensive to build and operate. Only the scientific and

military communities could afford to develop and use them. In 1946, however, Mauchly and Eckert began work on UNIVAC I, a computer for commercial use. Their computer was eventually built and distributed by Remington Rand, a company which also built typewriters and other office equipment. In the late 1950s and throughout the 1960s, most large companies acquired computers to boost efficiency and productivity. Some, like large department store chains and gas companies, used them to simplify their billing process. Each customer received a monthly statement along with a punch card encoded with his/her name, account number, etc. The card, along with a cheque, had to be returned to the company in perfect condition or else it would jam the machine which read the cards and fed the data into the computer. These punch cards, therefore, often carried the famous "DO NOT BEND, FOLD OR MUTILATE" message. By the 1980s, the punch card system was made obsolete by the introduction of magnetic tapes and disks.

Two very important advances in computer technology were made in the 1950s and 1960s when magnetic core memory and transistor circuit elements allowed computers to become smaller and more affordable. In the 1960s, the industry worked making faster computers, but it was the photoprinting of conductive circuit boards which eliminated the need for wiring that really made faster computers possible. The integrated circuit (chip) had arrived. For example in 1964, one chip contained 10 electronic components, but by 1970 one chip (5 square mm), called a microprocessor, contained 1000 electronic components. This move to miniaturization led to most of the remaining progress in the 20th century. In fact, by the late 1980s, the microprocessor chips were widely available thanks to competitive development work done by companies like Intel and Motorola.

At about the same time, two young college drop-outs, Steven Job and Steve Wozniak began to produce a small user-friendly personal computer (PC). In 1976, they founded the Apple Corporation and entered the domestic market with a very competitive product. Computerized game machines like Atari and Commodore Vic 20s soon followed, and it wasn't long before most homes had some form of computer.

The Late Twentieth Century

Fifteen years later, although software has tended to lag behind the hardware, the development of CD-ROM technology uses multimedia disks which produce quality sounds from authentic bird calls to orchestral instruments and smooth video clips, animation, and photo quality pictures.

Today, every aspect of our lives is touched by a computer, and people like

Bill Gates, the head of Microsoft, makes headlines regularly. Airlines, trains, and buses would be lost without their computerized schedules and information services. Long distance telephone service would be slow and uncertain. Even newspapers use computers to write, edit, and compose the news stories we read over our morning coffee. Everyone from downed pilots to shipwrecked fishermen rely on computers. Computers allow you to golf in January in the middle of a mall or buy national lottery tickets in the smallest rural store. They predict the weather, direct traffic at rush hour, and keep track of crime and criminals. Even when we are sick, the computer monitors vital signs and records prescriptions at the drug store. In fact, we use computers to buy groceries, microwave food, fix our cars, and read books that are located thousands of miles away.

From its relatively simple beginnings as a counting device, the computer has evolved to great sophistication. Small enough to fit in a pocket, it has become our constant companion, regulating our lives and making almost everything simpler, cheaper, and more accessible.

***

b. <u>SUMMARIZING</u>

A summary, like outlining, is a way of recording the main ideas. If you can prepare a good summary, it means that you understood and **<u>internalized</u>** much of what you read or heard in class. The ideas in the text are now part of your knowledge rather than just a group of words you have memorized.

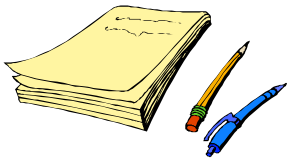
Writing effective summaries takes practice. At first, it is hard work, but you are really accomplishing two things at once. First, you are writing a shorter version of the material. Secondly you are actually learning.

Too many students think that by simply reading the textbook or class notes repeatedly they will learn enough to pass an examination. In reality, this kind of studying may get you through the exam, but the information you retain is usually only there for a brief period. You need to learn for the long term so that you can later build on this information when you meet new topics.

The characteristics of a good summary require that it is faithful to the original. First, identify the main idea(s) in the passage. Restate them in your own words. Then look for ***major*** supporting details or examples which relate to your course. Maintain the author's point of view and do not add your own opinions.

Exercise 7

Write a summary of this article. Your instructor will mark it.



c. CUSTOMIZED NOTES

The notes you take belong to you and will probably only be used by you so feel free to set them up how ever you like, but they should contain

- numbered lists of parts, steps, reasons, types, etc.
- definitions
- formulas in math
- names and dates
- key words that represent larger ideas
- some summarized examples
- numbers and statistics
- notes the teacher put on the board
- diagrams that explain processes
- exceptions to rules

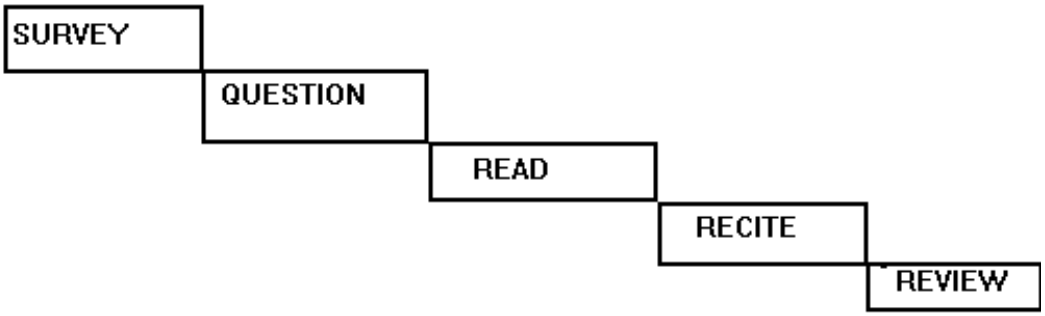
Recent research into the way the brain works shows that people use symbols and images when they think. For this reason, you will get better results from your notes if they use a variety of methods when writing them.

1. Include colours, arrows, pictures, diagrams, symbols and even pictures.
2. Write important ideas in **big** bold letters, even print them.
3. Choose a bright colour for highlighting that means **very important** or major heading.
4. Use different colours for subheadings and minor points.
5. Use short forms and abbreviations to be more time effective.
6. Make up your own shorthand if you like.

Be creative and invent your own note taking methods. Try adding some visual elements, like a hand drawn picture beside a definition. If you can easily find them, cut colour pictures out of magazines and add those. Make the idea as funny as you can because humour makes things memorable. How about a picture of a jolly Santa Claus beside a definition of a main clause and one of Mrs. Santa beside a subordinate clause?

Perhaps a picture like this might help you remember that a verb is a word used in a sentence to show action.

Turn lists into charts.



Exercise 8

Write a set of "customized" study notes for a student who needs to know about the important stages in the development of the computer. Use the article, "A Machine for All Ages" for making the notes.

III STUDYING AND EVALUATION*

Learning is something you do for yourself so that you can have the knowledge and skills you need to live your life the way you would like to. When you learn something new, your goal should be to gain mastery and ownership of the material. Guidelines for learning include three steps:

1. **identify what you want to learn;**
2. **learn it;** and then
3. **"inwardly digest it" in order to make it your own.**

How do evaluations (tests and exams) fit into this process? Why do you need to write a test or an exam? The first reason has to do with the educational process. You may know that you have mastered an area of study, but is your word enough to convince others? You need to demonstrate your abilities and you need a piece of paper that certifies that you have successfully learned a skill or group of skills. Secondly, teachers and instructors need to know that they have successfully guided your learning. Thirdly, schools and colleges need to find out whether their staff and their programmes are successfully delivering the information they promised. Fourthly, employers and other learning institutions want some guarantee that the people who have completed a course really do possess the skills they need for the job or to move on to the next level of instruction. The most important reason for writing tests, however, is to help yourself.

Tests, if used properly, are excellent learning tools. As you work through a course, test yourself regularly and use the results to reward yourself for what you have already learned as well as for "zeroing in" on things that still need work. "End of unit" tests shouldn't be terrifying either. Most of your fear and anxiety comes from the fact that you arrive at the test unsure if you really do know the topic well enough. In fact, if you have really learned and know it well, tests shouldn't bother you because you have already successfully absorbed the knowledge. For example, if your instructor announced a big quiz on how to boil water, how would you feel? Would you be scared? How much would you have to study? Why?

Of course, no matter how well you know something, you still have to review regularly, but it's not hard to talk or write about things you are familiar with.

The key to handling tests is to change your attitude toward them. Look at tests as a way to highlight what you already know, not as an indicator of success or failure.

A. PREPARING FOR TESTS*

Students and tests always go together, and everyone worries about how to perform well on tests and examinations. Although a certain amount of nervousness is natural and usually makes you perform at your best, too much anxiety will keep you from getting the results you would like.

The ability to write "good" tests and get "good" results is learned, just like adding and subtracting. Those who do well on tests have probably already learned at least some strategies on their own. Unfortunately, the strategies for writing tests and examinations are seldom taught, but libraries and book stores do have lots of books on how to improve your performance and reduce your stress level at examination time. Make it a habit to read about learning and studying.

A positive attitude is just as important in writing tests as it is in learning. Tests are not the enemy. Instructors do not create tests just to make you fail. In fact, teachers want their students to do well, and no teacher ever wants you to fail. If you have studied effectively and learned your material thoroughly, an examination is not a threat but an opportunity to demonstrate your “new” knowledge. Developing a positive attitude towards exams is a matter of choice. You can choose to be negative, or you can choose to be positive. Your choice will be reflected in your results. If you believe that you will do well, then somehow, your brain takes over and helps you do the things you need to do to learn successfully.

You can probably sew on a button, or change the oil in your car, or balance a cheque book. You learned these things a long time ago and now you demonstrate your skills regularly. In other words, when tested on your knowledge in these areas, you inevitably perform well. It's exactly the same thing in academic areas. Give yourself the opportunity to learn effectively, and examinations will be become much easier. Study regularly, ask questions to clarify your learning, and practice what you've learned and your "examination nightmares" will fade.

Many students think that testing and evaluation happen only at school and

that teachers create exams just to make their lives difficult. Believe it or not, tests are frequent in the workplace, but you will seldom be given time to study. When the supervisor asks you to explain the company's product to a client, you are being tested. When a co-worker asks you how to do something, you are being tested. Every time you perform part of your job, someone is evaluating you. In fact, every time you ask a teacher a question, that's a test for the teacher. You expect those around you to have the answer to the questions you ask, and, in general, they do. In other words, they have passed the examination you gave them.

Improving your Testing Success

1. **CREATE A GOOD STUDY AREA**, complete with all you'll require, so you won't have excuses for getting up, and wandering off, or becoming involved in watching TV or other distractions. Make sure your study area is comfortable and appealing so that it's a place you'll want to be.

2. **REVIEW YOUR WORK REGULARLY**. Keep up with your reading, assignments, notes. Spend a few minutes every day going over them so that by examination time, you will already have learned most of the work and you can concentrate on fine-tuning the most difficult parts.

3. **DO NOT CRAM**. Cramming is that awful pre-exam trauma that some students have to do because they haven't reviewed regularly and they need to learn it all in a few days. This is an impossible situation. You need a remarkable memory because most people simply can't memorize enough to pass an exam. As well, memorized material usually only stays with you a day or two. Once the exam is over, the knowledge evaporates. What happens if you need that information again to learn the next level of material? To do your job? You either have to spend time relearning it, or you don't perform well at work. In the long run, it is quicker to invest your time learning something thoroughly so you don’t have to relearn it over and over.

4. **BE PHYSICALLY FIT**. You should be rested and well nourished. Eat properly before an exam and get a full night's sleep. Research suggests that you stop studying 12-24 hours before an exam and relax. Your brain will continue to process information even if you’re not sitting at your desk.

5. **EVALUATE PREVIOUS TEST RESULTS**. Use previous tests, quizzes, and exams to help you identify the areas that need more study. Use test results to evaluate the effectiveness of different study techniques you have tried out. Think about the kinds of mistakes you made. Did you lose marks because you didn’t read the question properly or because you didn’t use your time well? Did you really understand the material, or were you just guessing?

1. GENERAL TEST TACTICS*

Understanding how tests/examinations work and what's expected of you will help you perform better. The last section of this module will give you some pointers. Read it carefully and start to practice on your very next test.

Have you ever wondered what makes the difference between getting an "A+" or a "C" on a test? A Cornell University researcher asked 240 high-scoring students what their test secrets were. Here are their answers

Read directions (or questions) carefully	44%
Don't spend too much time on one question	27%
Recheck your answers for errors	20%
Guess if you don't know the answers	18%
liminate possible foils and distractors[9]	17%
Look for leads from other questions	13%
Answer easier questions first	8%
Plan your time	7%
Don't read into questions (or answers) too deeply	5%

[9] Parts of multiple choice questions that are there to mislead you

FAQs: FREQUENTLY ASKED QUESTIONS

1. What should I know before I actually start writing a test?

   If the following information is not in the test directions, ask your teacher:

   * the amount of time you have
   * which questions are compulsory
   * the point value of each question
   * whether you will be lose marks for wrong answers
   * whether you can use "scratch" paper

2. How should I read test directions?

   Very carefully! Read every question thoroughly before you begin. Studies have shown that misreading directions or reading them too quickly means you will miss “key words. Although what you write may be correct, you didn’t answer the question and so, therefore, you lose marks.
   Test directions contain valuable information about how you are to answer the questions. Look for and <u>underline</u> “question” words like those below, so you will give the right answers in the right way.

fill in	underline	cross out	circle
supply	list	match	define
diagram	draw	explain	describe

- choose the best answer
- choose the item that does not belong
- answer yes or no
- mark your answer with a (check, letter, number)
- complete all examples; or x examples
- support your answers with facts from the book

Read test directions at least twice, once for an overview of the requirements, a second time to underline key words.

3. How should I plan my time?

Find out how much time you have for the whole test or any of its individual sections. On scratch paper or at the top corner of your test, divide the number of questions into the time you have (leaving five minutes at the end for proofreading). For example, if you have to answer twenty questions worth the same number of points in roughly sixty minutes, you have a little less than three minutes to answer each one. Set aside more time for questions that are worth more points.

4. Should I change answers?

Most test experts feel you should not change answers unless you are one hundred percent sure of your new information. **Do** consider changing an answer if:

* you realize you misread the question the first time around

* you suddenly remember important, correct, new information

* you come across key clues in another question

In the past, have you gained or lost points when you changed answers? Break the habit of changing answers if you have had a pattern of losing points. Finally, don't waste test time wondering whether to change an answer.

5. Should you guess answers?

Yes, in most cases. Always guess answers on any test in which only right answers are counted. In other words, if marks are added up for correct answers rather than subtracted for incorrect ones, then it pays to guess. Before the test starts, find out if there's a penalty for guessing. If and when you do guess an answer on an essay test, play up the ideas and facts you <u>do</u> know and avoid throwing around information you are not sure about.

6. Should I answer easy or hard questions first?

Generally, answer the easy questions that are worth the most marks first. That way you'll be sure of getting the marks for the things you know well.

7. What is the best way to tackle hard questions?

Save them for last (unless they are worth more), then:

* look for key words

* eliminate the choices that are obviously wrong

* break the question into smaller parts

* look for clues in other questions

2. THE TEST SITUATION*

Choose a location in the room where you will be comfortable. Once you get to your seat take a couple of deep breaths to relax. Don't be influenced by the anxiety of people around you. Be confident. Be positive. After all, you have studied, you are rested, and you've had a good breakfast. If you do "blank out" on a question, move on to one you do know, or simply doodle or draw circles on the back page of the test sheet, anything to get your pen moving.

On the next page, you will find some "musts" for writing tests:

1. Skim the entire test **once** for an overview of the questions.

2. Read each questions **twice**. Underline key words like these
.

all	always	any	best	causes
every	exactly	never	not	often
only	opposite	probably	same as	unlikely
most likely		least likely		

3. Decide roughly how much time to give to each question based on the marks allotted.

4. Tackle the easiest, most valuable required questions first.

5. Spend only the allotted time on each question unless you have time left over. If you spend too much time on one or two questions, you may not get the chance to work on other questions that you know the answers to. Watch the clock, or put your wrist watch on the desk.

6. Do questions you're not sure of last. Guess answers if you won't lose marks.

7. Proofread your test even if you haven't completed all the questions. Here's what to look for:
   - Did you really answer what the question asked?
   - Did you answer all the questions you were supposed to?
   - Change your answers only if you are really sure it's wrong.
   - Mechanical errors can be very costly. Pay special attention to spelling and complete or correct sentences.
   - If you worked on questions out of order, make sure you have numbered them correctly.
   - Completely cross out or erase answers that shouldn't be marked.

MORE TEST TIPS

As soon as you start, write down any bits of information you're afraid of forgetting.

Put a special mark beside questions where you don't have to answer every question (i.e. Do any three of the following five questions.)

Use all the time; marks are never given for finishing early.

Read every word in the question; don't jump to conclusions.

Completely cross out or erase answers that shouldn't be marked.

Use clues in easy questions to answer hard ones.

Even if you don't know all of the answer, write what you do know.

3. TYPES OF TEST QUESTIONS*

There are only six types of test questions. Knowing how to handle them will help you get better results.

a. THE LONG ESSAY QUESTION (only IAU learners need to do this)

Learning Strategy: Long Essay Questions

You can't cram for an essay question. You must have a good understanding of the topic, built through reading and regular review.

Test Tactics: Long Essay Questions

- Essay questions usually ask several questions at once or have a number of parts. Be sure you answer all the questions asked.

- Start by making a mini-outline or list of points and details you plan to include in your answer. This is a time saver because it gives your brain a chance to organize everything you know about the subject, so you won't have to stop and reorganize when more ideas pop into your head. The few minutes this step takes will save you many minutes on your test schedule. You can re-arrange your points into any order you like before you start to write.

- Use the outline to write your answer. State your main idea clearly in the first sentence. Support your answer with details, examples, quotations in later paragraphs. Cross off the points as you use them. Use lots of connectives to tie your ideas together. Summarize your main idea in the last sentence.

- State the main idea immediately.

- Each paragraph of the essay should present a **single** idea relating to the main point.

- Back up the main point and each supporting idea with proof in the form of facts, details, examples, data, quotations, reasons, definitions, etc.

- Present information in logical order.

- Use lots of connecting (transition) words like *first, second, last, before, later, as a result.* This makes it easier for the marker to follow your outline. Use lots of connecting or transitional words that guide the reader from one point to the next in an organized way. (See Appendix for a list of transitional words.)

- Write a concluding sentence or paragraph that clearly sums up what you have just said.

- Make sure your answer is neat, readable and grammatically correct.

- Proofread your answers to make sure you have really answered the question that was asked.

TIPS AND TRAPS: Long Essay Questions

- Watch out for multi-part questions. Here's an example:
"What did Charles Tupper do in 1867? Why was this important? Explain."
In multi-part questions underline the key topic words, in this case, "What," "Why," and "Explain."

- Focus on opening and closing sentences since these make the first and most lasting impressions. Answer the question in the first sentence and wrap up the answer in the last sentence.

- Sound confident about what you are writing. Choose one point of view and stick with it.

- Use positive words and phrases along with active verbs. Avoid using: "I think"; "Maybe"; "It seems." Rather than begin: "I feel the author means...", begin "The writer says...."

- If you can use quotations. Even part of a quotation is impressive.

- Example: "As Shakespeare said, 'the quality of mercy is not strained".

- If you run short of time, cut back on the number of supporting details you write, not main ideas.

- Never include details you're not sure about. The marker will know the difference and realize that you are bluffing.

- Use a good pen. If you have to cross out words, do so neatly and completely.

- If your handwriting isn't easy to read, try writing on every other line.

b. THE SHORT ESSAY QUESTION

The short essay question can be more difficult than the long essay because you must include all the important points in a few words.

Learning Strategy : Short Essay Questions

The most common short essay question asks for a definition or a statement about the importance of a person, event, or date. A short essay question sometimes requires a brief outline of a topic which includes only the most important points.

Test Tactics: Short Essay Questions

- Practice writing short concise paragraphs before you get to the test.
- Answer the main part of the question in the opening sentences. The remainder of the paragraph should include the most important related and/or supporting ideas (i.e. examples, facts, reasons, definitions, etc.).
- All sentences must relate directly to the topic sentence.
- Write an obvious conclusion to show the marker you're finished your answer.
- Check the value of the question as a guide to how much (and how long) you should write.

Tips and Traps: Short Essay Questions

- Come right to the point.
- Emphasize the facts you do know. Try not to "pad" a short essay answer, because the marker will easily see what you are doing.
- Always write in complete sentences unless you are told otherwise (i.e. list, enumerate, draw, etc.)
- Add diagrams if it helps to clarify your meaning.

c. THE OBJECTIVE TEST QUESTION

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Objective test questions appear in four basic forms:

1. true-false;
2. multiple choice;
3. matching;
4. fill-in.

Note: Many teachers give combination tests, that is, a mix of some of the four types of objective questions plus a few essay questions. In planning your test strategy, determine which section is worth the most points and work on that first. If, for example, the essay questions are worth seventy-five points out of a hundred and the multiple choice section is worth only twenty-five points, spend seventy-five per cent of your time on the essay questions and twenty-five on the multiple-choice section

Learning Strategies: Objective Test Questions

Objective test questions evaluate your knowledge of facts, so read your notes and mark the facts that you believe are important. Pay special attention to lists, dates, definitions, reasons, etc.

Memorizing isolated facts won't help you on an objective test; you should connect facts and details with larger ideas in your course. For instance, if you are working on parts of speech, you should memorize the eight different kinds of pronouns along with examples of each. You should also be able to identify them when you see them.

Here are some general tips for answering objective questions.

- Try to answer the question before you look at the choice of answers. Then when you read the same answer from the choices, mark it down and go on to the next question.

- Cross out the obviously wrong answer to narrow your choices.

- Rephrase confusing questions in your own words.

- If you are “stumped”, read the "stem" of the question with each of the possible choices. (The stem is the first part of the question) Sometimes you can spot mistakes in pluralization or grammar, like subject-verb agreement. This will also give you an idea of how the whole item "sounds" to you.

- Check for clues to the right answer in other question.

- Underline key words in objective tests. Here is a list of common ones.

all	always	equal	good
every	less	best	bad
many	sometimes	more	worst
most	seldom		
few	usually		
some	never		
none			

For the most part, the right answer is listed among a list of possible answers. Your job is to find it as quickly as possible and the move on to the next question .

i.) TRUE-FALSE QUESTIONS*

A true-false question asks you to decide if a statement is right or wrong. Since you only have two choices per question, this is usually an easy kind of test: however, a short time limit combined with the fact that the correct answer often relies on the presence or absence of a single word can make them challenging.

Example: Canadian federal elections take place **every** five years. T F
False: Federal elections must take place at least every five years, but they can be called at any time during that period.

Learning Strategy: True-False Questions

Review facts, dates, rules, formulas, names, and statements stressed in your text and in class. Memorize and connect these bits of information to the main ideas in your course. One useful way to study for this kind of test is to make two columns: main

ideas on one side and a few facts relating to it on the other.
For example:

causes of air pollution	power plants
	cars and trucks
	cattle
	factories

Correct answers often come right out of the text book so pay attention to the exact wording of definitions, theories, etc.

Test Tactics: True and False Questions

- Read the directions twice, underlining important words.
- Identify key words like *not, never, always, all, every*
- Determine whether you are supposed to check off the true statements or the false ones, or whether you are to mark the questions with a "T" or an "F".
- Figure out how much time you have for each question. Leave a few minutes to look over your answers.
- Do the questions you're sure of first so you can build up marks.
- Put a mark beside the questions you're not sure about. You can return to them later if you have time.
- If you know the answer when you first read the question, write it down. Don't waste time wondering.
- Don't spend too much time on any one question, particularly when you return to attempt the questions you skipped.
- Guess at hard questions if you won't lose marks.
- Proofread your test by rereading the directions, making sure you answered the required items and trying to reason out answers to the hard questions.

TIPS AND TRAPS: TRUE-FALSE QUESTIONS

If any part of a true-false statement is false - even a single word - the entire statement is false.

Words like **all, always, none, never, only, every, invariably, sole, absolutely** - usually make a statement false.

Words that make the statement believable usually appear only in true statements. They include:

after	greatest	often
average	in general	or
best	last	partially
but	later	partly
chiefly	least	perhaps
could	lowest	probably
easiest	mainly	rarely
eventually	maximum	seldom
except	minimum	smallest
frequently	more	sometimes
generally	most	usually

- The word not often makes a question confusing. Take your time and think about what the statement really means.

- There are usually more true than false statements on a test because it's easier to write a true statement right from the textbook than to create a false one.

ii.) MULTIPLE-CHOICE QUESTIONS*

The multiple-choice test is related to the true-false test, only there are more choices. The right answer is there. You just have to find it.

1. " Her voice cut like a knife." This is an example of:
    a. a metaphor
    b. a personification
    c. a simile
    d. an oxymoron

Learning Strategies: Multiple-Choice Questions

Again, relate facts, phrases, dates, statistics, definitions, etc., to the main themes and terms you have been studying. Pre-test yourself by reciting or writing main ideas, then seeing how many related facts or phrases you can associate with each one.

TIPS AND TRAPS: MULTIPLE-CHOICE QUESTIONS

- Words like **all, none, always, never, forever, or totally** seldom appear in correct answers.
- Words like **generally, often, frequently, usually, seldom, or sometimes** frequently appear in correct answers.
- Eliminate obviously wrong answers to narrow down your choices.
- Be alert for wording that looks and sounds familiar, since teachers often pull a correct statement from the textbook or blackboard.
- Watch for word “traps”, like **not**, **all, never,** which can confuse you.
- When you are stuck, read the stem along with each of the choices so you have a chance of seeing errors in grammar, punctuation, subject-verb agreement, and agreement of **a/an** with vowels and consonants.
- Use context to give you a clue about the right answer. For example, in a question asked about Lucien Bouchard, you could narrow your choices by

looking for French-sounding words.

- Look for clues to the answer for one question in other questions.
- If you don't know the answer, guess (if you won't lose points).
- If you have several unanswered questions and you decide to guess at the answer, pick one letter (A, B, C, or D) and write it into the space for every unanswered question. Your chances for a right answer are slightly better.

iii.) MATCHING QUESTIONS*

Matching questions ask you to connect related ideas, terms, statements, etc., which appear in columns. To make the test more difficult, there are often more choices in one column than in the other.

Example: Match the province on the left with its capital city on the right.

1. Alberta	A. Fredericton
2. Ontario	B. Edmonton
3. New Brunswick	C. Toronto
	D. Moncton

Learning Strategy

You can create a pre-test yourself for a matching test by listing one column of important terms, ideas, statements, etc., then writing down as many related facts as you can associate with each of the entries. Then use this pre-test as your study tool. If someone else in your class is studying the same module, exchange "pre-tests".

Test Tactics: Matching Questions

1. Skim both columns before you start.
2. Read the directions twice, underlining key words as you go along.
3. Decide how many minutes you have per question.

4. Work your way down the shortest column so you won't be confused by the "extra" choices. If both columns are the same length, work from the column with the most words in each item. These longer phrases provide more clues. This will save you time because you will only have to read and reread the shorter choices.

5. Do the easy items first.

6. Cross out choices as you use them. This narrows down the items you have to choose from.

TIPS AND TRAPS: MATCHING QUESTIONS

- Work on only one column at a time; switching back and forth is confusing and time-consuming.

- Unless you are instructed to do so, don't draw lines to connect items.

- Cross out each match as you find it. This saves time because you don't have to reread items you have crossed out.

- Underline the important word(s) in the question. (e.g. The sample question included the words capital city. Both Fredericton and Moncton are cities in New Brunswick but Fredericton is the capital.)

iv.) FILL-IN QUESTIONS*

A fill-in question means you have to complete a statement by filling in a blank space with the correct word or phrase. Sometimes, they look like multiple-choice questions with a stem followed by several choices presented in a numbered (or lettered) list. At other times, the blank may be followed by two or more choices presented between parentheses. Occasionally, there are no choices. The sentence is considered to give enough clues for you to provide the missing word(s).

Examples:

Earth is the _____planet from the sun.

A. Ninth
B. Sixth
C. Third
D. First

None of these colours (is, are)_____ the ones I want.

People who learn best by doing are called _____ learners.

Learning Strategies: Fill-In Questions

Correct answers may come directly from the text or module so pay attention to the exact wording of facts, definitions. Again associate key words, phrases, facts, and details with larger main ideas. That way, the mention of one of those ideas may make related ideas pop into your head.

Test Tactics: Fill-In Questions

1. Skim the entire test.

2. Read the directions twice, underlining key words.

3. Decide how many minutes you have per question.

4. Read each question twice. Underline key facts or words in the questions. Try to think of the correct answer first before you actually look carefully at the choices. If you spot it among the choices, write down the answer.

5. Cross out each choice as you go along.

6. Complete the easy questions first, marking the hard ones so that you can return to them later.

7. Proofread your paper by rereading the directions, making sure you answered the required number of questions and answering the hard questions you skipped.

TIPS AND TRAPS: FILL-IN QUESTIONS

- Look for grammatical clues, subject-verb agreement, punctuation, "**a/an**" agreement, to help you choose the correct answer for questions you are having a hard time with.

- Use the number of blanks or the length of them as clues. Most teachers know about this "trick", so the blanks are usually the same size, but if not, it's worth trying.

- If choices are not provided and you don't know what to fill in, take a guess if you won't be penalized. You may be able to get partial credit for a nearly right answer.

4. TESTS IN DIFFERENT SUBJECT AREAS* (optional)

Are you a whiz in English but tongue-tied when it comes to a foreign language? Does your mind work like a computer in math but grind to a halt in history? If so, you are like many students who breeze through tests in certain subjects but have to struggle for every point in others.

Each subject has its own vocabulary, organization, and viewpoint, all of which demand special approaches. Memorizing the steps of a geometry formula is different from remembering how to say: "Where is the pencil?" in French. Here are some suggestions for handling tests in a variety of subjects.

a) VOCABULARY TESTS

Learning Strategy

Don't wait until just before the test to memorize the definitions. As soon as you get a new word in class, use it right away in your speech and writing. Make it part of your personal vocabulary. You'll save lots of study time this way.

Some words will always stump you. As close as possible to the test date, read the word and its definition aloud five times, write the word and its meaning five times, and then use it in a sentence.

The night before the test, ask a friend to read your words as you say the definition. If you use a tape recorder to study, play the tape a few times after you used another study technique so that you can "hear" the meaning. Recite them in your head.

TACTICS, TIPS, AND TRAPS

Know these key words before writing a vocabulary test: **synonyms** (words with nearly the same meaning); **antonyms** (words with opposite meanings); **homonyms** (words that look and sound similar, but have different meanings, e.g., **bear**, to carry, and **bear**, an animal); **homophones** (words pronounced the same, but with different meanings and spellings, e.g., **to, two, too**).

Watch for these tricky phrases: "Choose the word that: **does not belong; is opposite in meaning to ...;** or **is the same as ..."**

Use context (other words in the question) to decide on a word's meaning

In a multiple-choice vocabulary test, try to define the word before you look at the choices. If you spot it among the possibilities, write your answer and move on quickly to the next question.

Use prefixes, suffixes, and root words as clues. If, for example, you know that the prefix **uni** means **one**, you might be able to guess that the meaning of **unilateral** means one sided.

b) GRAMMAR TESTS

Learning Strategies

Reread and memorize the assigned grammar rules a few nights before the test. Read each one five times. Say it aloud five times, and write it down once. Write an example of the rule in a sentence. Skim through all the grammar exercises you were assigned in class. Do at least two examples from each exercise. Look over old work sheets. Where did you have problems? Work on those examples again.

TACTICS, TIPS, AND TRAPS

* As you study, group related rules together;

* Grammar and punctuation fall under six main rules:

sentence rules	style and construction
subject-verb agreement	punctuation
verb tenses;	pronoun agreement

c) SPELLING TESTS

Learning Strategies

- Learn spelling words as they are assigned, and use them in your speech and writing. Keep a Personal Spelling List in your notebook. The trick to writing spelling tests is to learn a few words at a time. Do not leave it all until the last minute. Practically no one is capable of learning this way.

- For more strategies to use when studying for a spell test, review Module 3.

- The night before your exam, pre-test yourself by using a tape recorder or having a friend recite the word as you spell it aloud or write it out.

TACTICS, TIPS, AND TRAPS

* Alphabetize your list of assigned spelling words before you memorize them, or group words that have similar spellings and study them that way.

* Relate new spelling words to easier ones you already know.

* Learn how basic root words, prefixes, and suffixes are spelled. You'll find these word parts listed in any good grammar book. Taking the time to familiarize yourself with these parts helps you in both spelling and vocabulary.

d) LITERATURE TESTS

Learning Strategies

When you are learning about novels, plays, and poems, list the page numbers of important passages and quotations. Then when you review (daily, weekly, monthly) all you have to do is go back and read over those pages as well as any others that were stressed in class. To refresh your memory of a book for a test, reread the preface, author's notes, jacket copy, and the first and last chapters of the book, or the first and last five pages.

Ask yourself some of the following questions as you read.

1. What is the main idea of the work?
2. What is the conflict?
3. How are the characters affected by the events that happen in the book?
4. Are main ideas presented through the author's narrative voice or through one of the characters?
5. What is the author's purpose?
6. Are the characters well developed?
8. What experiences or character traits are like your own?
9. How does the setting work to increase the suspense?

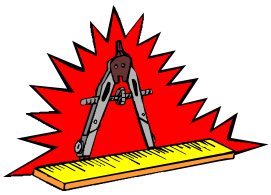
These are the kinds of essay questions many English teachers ask in literature tests, so get in the habit of asking them yourself, and you'll be in good shape at test time.

TACTICS, TIPS, AND TRAPS

- Use a folded notebook page as a bookmark when you first read an assigned book. Keep track of page numbers, passages, quotations, and questions you have as you read along. When you finish the book, put the bookmark page back in your notebook and use it as a study aid before a test.

- Memorize at least two significant quotations from the assigned material. Make sure they show an important aspect of the book. Use the quotation in your test paper, and you're likely to gain some points for doing so.

e) MATHEMATICS TESTS



Learning Strategies

Memorize math formulas and math vocabulary: formulas to cover the numerical parts; and definitions like **area, volume, perimeter, tangent**, etc., to master the vocabulary sections. Keep a math "dictionary" in your notebook for new terms. Jot down illustrations or examples of the term or rules next to each entry. The night before a math test, work out at least two examples of each kind of assigned problem from the class.

TACTICS, TIPS, AND TRAPS

- Do at least one question from each exercise under exam conditions, that is with a short time limit and without looking back at the examples. This is an excellent warm-up for any math quiz or exam.

- Copy formulas exactly, and next to each one write your own personal notes explaining them. Use these notes as study sheets at test time.

- If you find your math book too difficult, see if you can find an easier one.

- Do practice exercises as soon as you study that material so the methods are fresh in your mind.

- Learning math means building on concepts you have already studied. If you miss a class or misunderstand something, catch up or clear up any confusion immediately.

- Use shortcuts as you work out problems on a test. Estimate, cancel fractions, remove decimal points, etc.

- Mathematical problems generally have several parts. After you read the question at least three times, break the question into its smaller parts and underline, circle, or number each section you will have to answer.

- Once you feel comfortable with a math method, do several more practice exercises just to “cement” the learning in your head.

f) SCIENCE TESTS

Learning Strategies

Science is a subject based on systems and classifications, so it's important to review terms, formulas, and data. At the beginning of the year, look over the table of contents, headings, and subheadings of your textbook to try to understand how the subject is organized. Start a science "dictionary" in a special section of your notebook. Add new terms to it as they come up in assignments and in class. Use this list as a study tool for test review.

Pay special attention to textbook illustrations or drawings on handout sheets. These may turn up unlabelled on a science test, and you will have to write in the labels.

TACTICS, TIPS, AND TRAPS

- The majority of questions you will be asked on science exams are these:

  What is the definition of a particular science term?
  How does a certain structure work?
  What is the structure part of?
  Draw the structure or label a drawing of the structure.

- Try to relate scientific principles to something in your own experience. For example, if you are studying ecosystems in earth science, think about how animals, insects, and vegetation are related to one another right in your own backyard.

g) SOCIAL STUDIES TESTS

Learning Strategies

Get an overview of the history you are studying by reading your textbook's table of contents, headings, and subheadings. Make a time line as you read along so

that you get a sense of the chronology[10] and causes and effects of the events you are studying.

Relate the facts and details you must learn to larger ideas, events, and themes. As you learn information, try to fit it into your time line or into some kind of chronological plan in your head. At review time, use tables, charts, and maps that support the main idea.

TACTICS, TIPS, AND TRAPS

- About a week before a social studies test, list, in a phrase, each of the main ideas you have studied. Then next to each item, jot down all the names, dates, places, and facts that tie in with the main idea. Use this list and your time line as your pretest study aids. Have a friend or family member recite the main idea and see how many facts you can associate with it. (You can also do this on a tape recorder.)

- Think of various time periods as a story.

- Read novels that fictionalize events in the time period you are studying. Search for nuggets of information that show you how the "real" people lived during a particular historical time. This will make it possible to visualize the people and events as you study.

- Read with a critical mind. The causes and effects of historical events are more important than a memorized list of dates and treaties. Ask yourself what events caused others. What were the turning points?

- When you get your test in hand, write a mini-outline or chronological list of ideas and facts before you start to write the answer.

[10] time order

h) FOREIGN LANGUAGE TESTS

Learning Strategies

When you first read passages in another language, skim the whole section to get a sense of what it is about. Don't get bogged down in the twists and turns of vocabulary and grammar; you'll get a better grasp of both if you read them within the context of a whole passage.

Search for words that look and mean the same in both English and the language you are studying. Do keep in mind, though, that some words look and sound alike in both languages but have entirely different meanings. "Bureau" in French means "desk" or "office" while in English it means "dresser" or "department".

Do your review work with a tape recorder. Always translate from English into the other language, not the other way around.

Read foreign editions of magazines, newspapers, and books. Go to foreign language films. As in all courses, if you grasp the big picture first, you'll find it easier to fit in the smaller details when a test rolls around.

TACTICS, TIPS, AND TRAPS

- Memorizing idioms is more productive than learning single words.

- You'll have trouble with the grammar of a foreign language if you haven't mastered the rules of English grammar first. Know the definitions and functions of basic grammatical terms: nouns, pronouns, verbs, articles, etc.

IV CONCLUSION

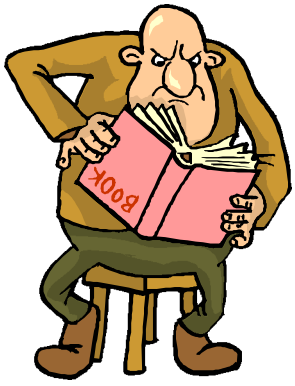
Not too many years ago, people learned a trade or took up a profession in their teens. They expected to use what they learned during that time to make a living and support their families for the rest of their lives. Today, knowledge is growing so rapidly and machines changing so quickly that people have to retrain or return to education regularly just to stay employed. Learning new things is a part of our way of living these days, and independent learners have the advantage because

they are properly equipped to keep their jobs or to find new ones.

Using the learning strategies presented in this module will help to make you an independent learner. It won't happen overnight, but if you conscientiously adopt the suggestions made here, you will begin to see your marks improve within weeks. Like anything else you've learned how to do well, practice will make the difference.

Don't just "do" this module and go back to your old ways. Make a commitment to start using the techniques outlined in this booklet now. Take the time to "learn how to learn". Today is the first day of the rest of your life.

Read books on learning and studying as you find them. There are many useful strategies out there. It's up to you to find them and adopt them to your learning needs.



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Analyze: Examine the subject in question by discussing its parts

Comment: State your own views about the subject by explaining, criticizing, or illustrating its meaning.

Compare: Examine two things and show, with examples, how they are alike

Contrast: Examine two things and use examples to point out their differences

Compare and Contrast: This is a combination of the two previous items

Criticize: Give your judgment or opinion about the subject of the question. Show its good and bad points.

Define: Tell what the statement or subject in the question means

Demonstrate: Use examples to provide or explain the subject

Describe: Present a detailed account in a logical sequence

Develop: Follow a logical path that leads from the first point about a subject to its concluding points

Diagram: Use charts, graphs, drawings, and labels to illustrate an aspect of the subject of the question

Discuss: Examine and analyze in detail the significance of the subject of the question. Offer pros and cons.

Enumerate: Name, list, and number main ideas one by one

Evaluate: Give your opinion (or an expert's opinion) of the value of an idea. Point out its advantages and disadvantages

Explain: Give reasons for or causes of something

Illustrate: Explain or clarify an idea or theme by using specific examples,

comparisons, or analogies

Interpret: Explain the meaning of something

Justify: State why you think something is the way it is. Give reasons for your views

Outline: Present the structure of a theme or idea in categories

Prove: Show by argument or logic that something is true

Relate: Show how things are connected

Review: Make a general survey of the subject; it may also mean to criticize a subject.

State: Present main points in brief, clear sentences

Summarize: Give a brief chronological account of main ideas

Trace: Follow the progress, historical events, or development of the subject in question

CONNECTIVES THAT INDICATE A SEQUENCE

and, additionally, in addition, also, furthermore, another, moreover, likewise, similarly, next, finally, besides, again, first, secondly, in conclusion, in summary.

CONNECTIVES THAT INDICATE A TIME OR SPATIAL RELATIONSHIP

soon, next, then, later, finally, eventually, first, second, etc., now, meanwhile, in the meantime, afterward, since, nearby, above, below, beyond, in front, in back

CONNECTIVES TO INDICATE CONTRAST

but, on the other hand, however, rather, nevertheless, otherwise, yet, still, in spite of

CONNECTIVES TO INDICATE RESULTS

therefore, hence, because, thus, consequently, as a result, for, accordingly, so

CONNECTIVES USED TO INDICATE EXAMPLES

for example, for instance, in other words, in the case of

WORKS CITED AND READING RESOURCES

DePorter, Bobbi. Quantum Learning: Unleashing the Genius in You. New York: Dell Publishing, 1992.

Lengefeld, Uelaine. Study Skills Strategies. Los Altos: Crisp Publications, 1987.

Jackson County Public Library. "Discovering Your Learner's Preferred Learning Style". http:\\www.jcpl.lib.in.us/tabloid1.htm#style

FEEDBACK PROCESS

For feedback, please forward your comments to:

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100 Broadway Street
Woodstock, NB
E7M 5C5

Attention: Kay Curtis
Tel.: 506-325-4866 Fax.: 506-328-8426

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* For feedback regarding the following items, please use the form below:

    - insufficient explanations;
    - insufficient examples;
    - ambiguity or wordiness of text;
    - relevancy of the provided examples;
    - others...

Page number	**Nature of the problem**	**Proposed solution** (include your text if possible)

FEEDBACK PROCESS

Page number	Nature of the problem	Proposed solution (include your text if possible)

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